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ABSTRACT

The purpose of the study was to discover various reasons for teaching United States history in the secondary classroom. The information was intended to assist teachers in identifying, designing, and formulating their own rationales for classroom use. Two questions provided the focus for the study: (1) what rationales for teaching history were featured in the literature from 1960 to 1980? and (2) what were the assumptions, expectations, definitions, descriptions, and implementations of these rationales? A total of 638 articles and 5 popular magazines yielded 10 rationales, which were defined, explained, and characterized. These rationales were further analyzed in order to answer the second question. The rationales were categorized as follows: historical method/inquiry mode, historical mindedness and perspective, historical knowledge, the study of man, citizenship training, the understanding of society, self-knowledge, cultural heritage, multiethnic and minority study, and the development of a system of values. The literature either indicated or implied that further research was needed to answer various questions on how effective rationales were in the teaching of United States history and whether or not they made a difference in the lives and behaviors of students. It is concluded that the teaching of history will not be much improved until teachers have a clearer notion as to what they are specifically trying to do and why they are trying to do it. A reference section and an appendix listing 251 additional rationales, goals, and objectives discussed in the literature are included. (TRS)

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A STUDY OF THE RATIONALES AND THEIR IMPLICATIONS FOR STUDYING AMERICAN HISTORY IN THE SECONDARY SCHOOLS: A REVIEW OF THE LITERATURE 1960 TO 1980

by

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American history as a subject has been part of the secondary school curriculum since the advent of American schools. However, the subject has proven to be an enigma to teachers, students, historians, and educators. Beginning in 1787, with the first American history textbook published by John M'Culloch, to the many national historical and social studies committees of the late 19th century and early 20th century, to the "new social studies" movement of the 1960's, to the present "back-to-basics" agenda, the questions have been asked: Why is it important that high school students know anything about their national history?; What will history do for them that no other subject can?; What are the short and long term expectations and consequences of learning American history?

In recent years a number of articles have appeared in popular and professional literature that have expressed concern about what has been commonly referred to as the crisis or malaise in American history in the secondary schools (Carroll, 1980). This crisis has as many definitions and causes as there are critics and supporters for the teaching of American history. Yet one common thread running throughout much of the literature is the necessity to review and discuss the fundamental reasons for and the rational basis of studying American history.

NEED FOR A RATIONALE

Educators and historians (Sellers, 1969; Silberman, 1970; Morrissett & Stevens, 1971; Lord, 1972; Jarvis, 1973; Fite, 1975; Newmann, 1977; Shaver, 1977a; Shaver, 1977b; Fraenkel, 1980, Marty, 1980; Haas, 1981; Morrissett & Haas, 1982; Posner & Rudnitsky, 1982) generally maintain that a rationale is a philosophical position of fundamental reasons for and a rational basis of why

something is done. In the context of education, a rationale is a carefully considered and consistent explanation or exposition of assertions, justifications, assumptions, implications, utilities, values, and principles that makes explicit the underlying means and ends of classroom practice in a given course.

These educators and historians have insisted there is a need for a well developed rationale for teaching American history in the secondary social studies curriculum. They claim that a given comprehensive rationale serves the teacher both as a standard and a justification in which to: (a) explain and illustrate why American history is meaningful and worthwhile in the lives of students; (b) define and select intended concepts, skills, knowledge, attitudes, and other learning outcomes for students; (c) guide and check the planning and sequence of the course components in how best to accomplish and to achieve these intended outcomes; and (d) provide and evaluate the selection of present and future course content, learning activities, methodology, and evaluation strategies in attaining these learning outcomes.

PURPOSE OF THE STUDY

This study was undertaken in search for information needed to assist teachers in identifying, developing, and formulating their own rationales. The importance of this study was based on the following assumptions: (a) a belief that American history is a valuable academic study; (b) rationales offer some practical assistance in defining and narrowing appropriate goals to what and how to teach; (c) persons wielding power over students have an ethical responsibility to justify their actions; (d) rationales can help liberate teachers "not only from bias and conventional wisdom, but from

unthinking or irresolute reliance on the decisions of textbook writers and other curriculum developers" (Shaver, 1977a, p. 103); (e) history teachers have an intellectual responsibility to understand what they are doing and why because the values that students derive from the study of history are dependent, in large measure, upon the viewpoints of the teacher; (f) rationale construction can provide a cushioning effect against the fads that periodically hit history education; and (g) rationale-building fosters both personal and professional growth providing a basis for ascertaining whether one's practices are consistant with one's beliefs.

PROCEDURES FOR THE STUDY

The guiding strategy for this study consisted of three steps. These steps were: (1) two questions were provided to guide the focus of the study, (2) appropriate literature was selected and collected, and (3) the literature was reviewed, analyzed, and synthesized.

The first question developed to guide and direct the focus of this study was : "What rationales for teaching American history in the secondary schools were featured in the popular and professional journal literature from 1960 to 1980?" A second question followed to direct the remainder of the study: "What were the assumptions, expectations, definitions, descriptions, and implementations of these rationales for teaching in the secondary classroom?"

Using 13 bibliographic indices and guides (e.g., Social Science Index, Writings on American History, Educational Index), 638 articles from 80 professional journals (e.g., History Teacher, Social Education, Educational Leadership; Phi Delta Kappan) and five popular magazines (e.g, Atlantic, Newsweek, New Yorker) were identified as discussing various reasons for

studying history in the classroom (Due to the expense of adding a bibliography of 638 articles, an extensive bibliography has not been included in this paper. However, if one is interested, a comprehensive bibliography can be found in ERIC [in press] under the title "Bibliography for Teaching American History in the Secondary School Classroom).

The next step involved identifying, analyzing, and categorizing the various rationales for teaching American history as reported in each of the 638 articles. A problem was immediately identified during the initial analysis of the articles. A number of authors made no distinction among such terms as "rationale," "aim," "value," "objective," "reasons," "role," and "purpose." These authors used these terms interchangeably in discussing the reasons why they believed American history was important. For example, in their study of American history rationale development, Fox and Thompson (1980) used the terms "rationale" and "aim." Gross and Ovard (1960) used such terms as "aim" and objectives," while Marty (1978) used "definition" and "purpose" in commenting about the importance of American history. In his historical survey of rationale development, Brown (1963) used such terms as "aims," "values," "reasons," and "ratioanle."

Although these terms may have separate and distinct meanings to other educators and historians, it was clear that the above authors and others were writing about and meant to communicate their reasons why American history should be included in the high school curriculum. Taking this into consideration, when it was obvious that the author's intent of any of the above terms meant reasons for teaching American history, these terms were identified to mean rationales. Thus, for the purpose of this study, particularly in the data collection, analysis, and interpretation, the term

rationale included, when appropriate, the following terms: "aim," "value," "objective," "reason," "role," and "purpose."

These articles indicated that a wide variety of rationales, their descriptions, assumptions, expectations, and implementations in the teaching of American history in the secondary schools, were discussed. Ten rationales dominated the discussions (See appendix for additional aims and purposes discussed). These rationales were:

(1) historical method/inquiry mode
(2) historical mindedness and perspective
(3) historical knowledge
(4) the study of man
(5) citizenship training
(6) understanding of society
(7) self-knowledge
(8) cultural heritage
(9) multiethnic and minority study
(10) development of a system of values

THE TEN RATIONALES: DEFINITIONS, EXPLANATIONS, CHARACTERISTICS

The section below explains these 10 rationales:

(1) Historical Method/Inquiry Mode.

The task of studying American history is to develop a skills or process approach. Those who support this approach maintain students need to leave history courses with a working knowledge of how historians do history. American history should be designed as an excercise in inquiry allowing students to become actrive participants in the teaching-learning process.

Figure 1

Chart of Ten Rationales for Teaching American History According to Terminal Objectives and Content Emphases

TERMINAL OBJECTIVES	CONTENT EMPHASES
The Historical Method/Inquiry Mode:	
To develop a process of thinking through the means of a genalized method.	Stresses any historical content as practice for learning the generalized method.
Historical Mindedness and Perspective:	
To develop a frame of reference from historical experiences to be applied to personal situations and contemporary events and designed to cultivate a balanced comprehensive view of life.	Stresses any and all historical experiences and situations that relate to contemporary events.
Historical Knowledge:	
To develop within the student a supply of acquired facts to distinguish one as an educated and thinking person in a quantative sense.	Stresses any and all historical information as self-justifying and sef-validating.
The Study of Man:	
To develop an understanding of the uniquely human nature of men and women and to acquaint students with their heritage as human beings.	Stresses historical experiences that emphasize men and women's interrelationships with other men and women, social and political institutions, and

Figure 1 (continued)

TERMINAL OBJECTIVES	CONTENT EMPHASES
	the enviorment.
Citizenship Training:	
To develop a useful and well-informed citizenship in performing public duties effectively, obeying community norms, appreciating patriotic ideals and beliefs, and encouraging community participation.	Stresses selected factual knowledge that enhances the preeminence of the American legacy through its historical leaders and its political, economic, social, and religious institutions.
The Understanding of Society:	
To promote the study of history as a guide to social action through the analysis of how American society functioned.	Stresses content that has a bearing on social issues and the interrelationedness of all indivivduals within the of a structured society.
Self-Knowledge and Self-awareness:	
To develop within students a consciousness of being and an awareness of knowing themselves, their purposes, and their goals in the task of acquiring a sense of identity.	Stresses the study of historical situations that assist students in developing self-identity and historical experiences that encourage students to search out the past in the quest of becoming self-actualizing.

Figure 1 (continued)

TERMINAL OBJECTIVES	CONTENT EMPHASES
Cultural Heritage:	
To transmit various American traditions, myths, customs, and values to students as a process of socialization and to maintain and assure continuity of America's cultural heritage.	Stresses historical content that can be used to compare favorably American ideas, objectives, events, and practices with those historical, cultural experiences of other countries.
Multiethnic and Minority Study:	
To develop an understanding of a student's own heritage as well as those of others; the ability to function effectively in a pluralistic society and a commitment for the building of a better society.	Stresses historical experiences dealing with the contributions of ethnic and minority groups in building of American society.
Develop a System of Values:	
Position 1 -	
To develop within students the ways in which to behave consistent with the norms and mores of American society.	Stresses the selected content of historical information to use as behavioral norms and of historical personages as role models in promoting examples of moral behavior.

Figure 1 (continued)

TERMINAL OBJECTIVES	CONTENT EMPHASES
Position 2 -	
To acquaint students with various value-systems that pervade American society.	Stresses historical experiences that emphasize the study of the many values that have been manifested during the development of the United States and test such values in light of contemporary events, experiences, and situations.
Position 3 -	
To provide students with opportunities to examine, analyze, understand, choose their own personal value systems.	Stresses historical experiences that allow students to engage in a process of examining various value systems and moral dilemmas.

Historians and educators ascribe the following objectives, implications, assumptions, and descriptors to the historical/inquiry approach to American history. This approach:

(a). Emphasizes an active "hands-on" orientation toward studying the past as opposed to passive learning.

(b). Emphasizes the use of original documents and sources such as diaries, letters, logbooks, traveler's accounts, etc., thereby maintaining that the major function of historical content is used as information and materials on which the student can practice the process of inquiry and historical method.

(c). Encourages students to rely on their own application of methodology and to draw and test their own conclusions seperate of those already formulated by others including teachers, historians, and textbooks.

(d). Stimulates students to demonstrate imagination and creativity in such skills as posing significant questions, locating appropriate data, subjecting that information to critical analysis, synthesizing these diverse materials, and expressing the results in articulate, convincing, oral or written presentation.

(e). Encourages students to transfer the learning process from historical situations to their own personal and private, present-day dilemmas.

(f). Makes the assumption that history is a special form of reasoning with a unique combination of science (using aspects of the scientific method) and of art (providing students with the opportunity to learn empathy in conforming the everyday experiences of historical people).

(g). Claims that the knowledge explosion has necessitated that students need a way or method in which to learn how to learn in order to choose only that knowledge that would be the most beneficial to an individual student during any given time or situation.

(h). Stems from the desire to help students to maximize autonomy by learning how to discover things for themselves and by acquiring a cognitive structure from which they can relate the past to the present.

(i). Fosters an open classroom climate that encourages broad student participation and the expression of divergent points of views.

(j). Encourages students to develop attributes of sensitivity to discrepancy, awareness of uncertainty and disagreement, and an healthy skepticism.

(K). Focuses on the teacher's role as a participant in exploring historical problems and as a functionary in creating the conditions from which a problem may develop, having materials and resources

available to research the problem, and through questions encouraging students to consider all possible alternatives and gather sufficient evidence on which to resolve the problem.

(l). Assumes an intrinsic stimulus for motivating interest.

(m). Operates on the following four assumptions: (a) the problems of the historian doing major research and of a younger student analyzing a family line are the same; (b) the nature of the problems faced, the kinds of evidence, and the method of presentation of the results are philosophically and practically the same, differing only at the level of abstraction; (c) the same intellectual cast, the same point of view, and the same philosphical task are valid in approaching any historical problem at any level; and (d) the effective way to teach historical method is through real life historical problems to be solved.

(n). Encourages students to identify assumptions, ponder alternatives, examine the complex nature of significant events, be conscious of multiple causation, and beware of the simple explanation.

(o). Implies that a student will become a better, well-rounded citizen by using a process of thinking.

(p). Fosters the study and challenge of open experimentation and reconstruction of judgments made by historians and others that have

had some effect on society and/or ideas.

(2) Historical Mindedness and Perspective.

The essential task of American history is to help students develop historical mindedness, or, in other words, gain the ability to think in historical perspective. Historical mindedness is defined as the interpretation of past events in the attempt to form logical explanations and reasons in the present and to reflect men and women's attitudes about themselves and their world. Historical mindedness helps students to gain a reverence for truth, a sensitivity to the human condition, and an understanding of the achievements and failures of human existence. It is a habit of thinking in historical terms that requires students to put themselves in the context of a specific historical event or phenomena in order to gain a more balanced and comprehensive perspective or current events. Those who support this rationale maintain the following objectives, implications, and assumptions. This approach:

(a). Encourages students to expose themselves to such ideas as reference for truth, sensitivity to the human condition, and an honest understanding of the achievements and failures of human experiences.

(b). Emphasizes that inherently the past is ever present in every person and his society, and to understand either or both, students need to study their past.

(c). Provides students with opportunities to think about evidence by forming logical explanations and reasons about human conduct.

(d). Helps students to develop a perspective on current events by providing vicarious experiences that put the students in the context

of a specific historical event or phenomenon.

(e). Focuses on the development of open-mindedness and tolerence and on combating narrow, present-mindedness by examining and comparing interrelationships of one's own historical heritage with the heritage of others.

(f). Gives teachers the flexibility to provide any number of historical experiences and situations to give students the background to make judgments and comparisons that transcend their immediate experience.

(g). Promotes attitudinal skills in learning patterns, establishing relationships, and developing points of view to apply knowledge of the past to form a balanced and comprehensive view of contemporary problems and issues.

(h). Assumes that through the course of adolescent development and maturation into adulthood, the student will eventually develop more of an appreciation and interest in the role of history.

(i). Encourages students to make a personal commitment to seeking knowledge and developing the use of historical information in one's evaluative process.

(j). Emphasizes that American history is not a set of rigid principles but a provision of experience and examples of alternatives for possible, probable, and feasible use.

(3) Acquisition of Historical Knowledge.

The major purpose for studying American history is simply to acquire knowledge. From this viewpoint, content becomes the real purpose of history

teaching. Bert Lippman (1969) explains, "History courses in the schools should be designed to do what they are named to do, that is, teach history, and not some adscititious thing, like how to think for oneself or how to make a better world or how to solve present problems" (p. 1218). The following is an enumerated list of reasons why historical knowledge, as an American history rationale, is essential for students. This approach:

(a). Operates under the assumption that the purpose of acquiring knowledge is simply to acquire knowledge for its own sake.

(b). Supports the idea that any history is good to study as it accomplishes both the development of a student's mental faculties and the provisions of a proper education.

(c). Encourages students to accumulate facts and information which in turn (it is assumed), will be applied at a later time in a student's life when necessity arises.

(d). Emphasizes a sense of order and a sense of continuity.

(e). Assumes that a random supply of facts distinguishes students as educated in a quantitative sense.

(f). Encourages students to organize facts by associating and tying together the basic components of a fact: a person, a date, a place, and an event.

(g). Implies that the quality of a student's thinking is ascribed to the quality of facts mastered.

(h). Emphasizes content per se as of primary importance focusing on lectures, homework assignments out of textbooks, class discussions, and examinations as a reflection of the teacher's commitment to facts as valued ends in and of themselves.

(i). Subscribes to the notion that learning is a mental excercise and is equated with the acquisition and mastery of facts.

(j). Stresses the influence of ideas, attitudes, beliefs, and opinions have had on the course of events.

(k). Emphasizes the essence of the academic discipline of history which is to be found in its structure (which comprises its models and theories, its concepts, principles, laws, and/or generalizations, and its research methodologies and designs).

(l). Maintains reliance upon authority for knowledge, thus supporting the position that academicians are the most appropriate group to develop cuirriculum products.

(4) The Study of Man.

The quality that distinquishes American history from all other disciplines is its concern for human action. History is the basic discipline to understand and to illuminate the unique nature of human affairs and human experience. The goal of this rationale is the gaining of knowledge of the development of man and the understanding of man's capabilities. Educators and historians claim that approaching American history through the study of man as a rationale provides direction through the following goals, assumptions, and expectations. The rationale:

(a). Emphasizes the variety of human existence that includes all pertinent and enlightening factors affecting men and women's living and behavior, such as their goals, aspirations, reasons for taking actions, outlooks, bias, and frames of reference involving their

political, economic, social, religious, scientific, esthetic, and intellectual life.

(b). Encourages the use of American history as an instrument to search for the historicity of man in providing students a link with past human experience and help them to believe that their own relatively short span of life may have meaning of its own in relation to the generations past and to their contemporary experiences.

(c). Fosters the use of the classroom as a political tool for the understanding and the activation of human rights.

(d). Encourages the study of the fundamental determinants of human activity and behavior by examining people's livelihoods; their various American political, religious, and social institutions; their values and attitudes; and their accomplishments and failures.

(e). Provides knowledge, examples, alternatives, and insights about how men blunderingly or successfully dealt with problems that may allow students to disentangle and comprehend their own problems.

(f). Subscribes to a conscious commitment to the welfare of mankind and his survival.

(g). Encourages students to follow patterns of behaviors such as tolerance, empathy, and patience that are exhibited through experience, wisdom, and customs.

(h). Emphasizes that the purpose of instruction is to acquaint students with their heritage as human beings; the variety of human experiences; and the role of man's aspirations.

(i). Focuses on the dignity and worth of man by expanding students'

personalities, broadening their social consciousness and outgrowing their narrow limits of the "I," to be transcended into the real of the "We" awareness.

(5) Citizenship Training.

Citizenship training is considered a major function in the education of high school youth. American history is looked upon as the essential course to teach citizenship. American history supplies the foundation for good citizenship by providing the factual knowledge that educated citizens ought to be familiar with in order to conduct their lives well, to make effective decisions, and to perform their public duties effectively. Those who support citizenship training as the rationale for teaching American history subscribe to the following goals and assumptions. This approach:

(a). Encourages the appreciation of patriotic ideals and beliefs.

(b). Is identified with traits such as obedience to community norms, tolerance for the rights of others, abiding by rules and laws, and maintenance of one as a lawful example in the society in such a way as to make the country a better place in which to live

(c). Emphasizes national rituals, such as patriotic public addresses and assemblies, respect for the flag, slogans, and patriotic songs, as a means of instilling emotional commitments to the nation and of perpetuating the general values of the American society.

(d). Focuses on the meaning and perpetuation of national symbols, ceremonies, cultural heritage, traditions, customs, values, legends, fables, and myths for the development of character.

(e). Encourages the study of heroes and heroic deeds as an

inspirational force in the molding of the minds of youth.

(f). Promotes participation and judgment process in community, civic, and political affairs; sensitivity to the ideals of American democracy; and commitment to the achievement of a society of liberty, equality, and justice.

(g). Emphasizes selected facts and events that enhance the glory of the United States through the study of early American history and Western culture; cultivates civic-minded behavior and intellectual training; and inspires patriotic enthusiasm.

(h). Bolsters a nationalistic an parochialistic identity through a study of a common past, a common memory, and a common heritage.

(i). Promotes the instruction of such skills as voting, serving on juries, etc.; and such attitudes as a loyalty to American values in maintaining an informed citizenry and a stable society.

(j). Promotes the teacher's function as describing events, people, phenomena, and ideas assumed to posses intrinsic importance to be learned by all students.

(6) Understanding Society.

American history, in its broadest sense, is a study of American society. American history provides a general pattern of how American society developed, evolved, and functioned; explains various phenomena about the nature of society; illustrates important linkages from the past to contemporary society; acts as a guide to improve and shape present society; and teaches the central principles of a free society. The following list of assumptions and descriptors fosters the importance of understanding society as a major

rationale for studying American history. The rationale:

(a). Emphasizes that a student has a social life and needs to understand those factors which have shaped American society so that he/she is able to cope with society intellectually, socially, and emotionally.

(b). Provides an opportunity for students to enhance the possibility of intelligent participation through the analysis of general patterns of how American socity functions and the gaining of an awareness of the interrelatedness of all individuals living within the confines of a structured society.

(c). Encourages the promotion of various character traits and values, e.g., development of higher degree of objectivity, tolerance, breath, empathy, and the discouragement of self-righteousness, bigotry, demagoguery, jingoism, and militant nationalism, to permit students to deal with social issues.

(d). Promotes social thinking sills such as (1) selecting content from the past that has a direct bearing on social issues; (2) choosing and organizing data of an historical situation in such a way that relationships between the past phenomenon and its present manifestation are highlighted; (3) comparing and contrasting the past and present situations; and (4) allowing students to discover similarities which exist between the past and the present.

(e). Encourages inquiry into the historical roots of how American society has arrived at its present state.

(f). Encourages the study of social change so that students are able to anticipate, understand, direct, evaluate, and live with it.

(g). Promotes a process of rational inquiry to study social problems: Students "(1) sense that a problem exists; (2) define the problem in specific terms; (3) consider plans for study and action; (4) collect and interpret pertinent information; (5) reach a tentative conclusion; and (6) take action consistent to the decision reached" (McCutchen, 1963).

(7) Self-Knowledge and Self-awareness.

The purpose of studying American history is to make students aware of themselves as historical beings, help students to comprehend their own beings and the meaning of their existence, and to guide students in acquiring and estabishing their self-identities and self-esteem. The study of history should encourage students to turn to the past and search for meanings identifying those elements, behavior patterns, and historic choices that can provide them with direction in their own courses of life. American history substantiates that students as individualists do have impact on themselves and on society. Supportive literature argues that approaching American history through the rationale of self-knowledge and self-awareness incorporates the following descriptions, goals, assumptions, and expectations. This rationale:

(a). Encourages students to search out the past in quest of becoming self-actualizing by developing a sense of identity and uniqueness, self-understanding, self-importance, self-acceptance,and self-concept to direct the course of their lives.

(b). Is founded on the belief that man and woman are the measure of all things and are the end of all educational pursuits.

(c). Helps students grasp the nature of personal experience through

the study of questions they pose to themselves, such as "Who am I?", "What can I do?", and "Where am I going?".

(d). Encourages students to engage in a process requiring them to examine conflict situations, consider alternatives and consequences, and then attempt to make a rational decision based on the best available information.

(e). Establishes the criterion for selecting and arranging historical content to be use in the development of student self-identity.

(f). Helps students to see themselves as historical agents being able to gain autonomy through self-definition of choices and not as an organism molded by circumstances.

(g). Encourages "each student to be creative and imaginative, to accept responsibility for furthering his own education, to examine an endless spectrum of personal, social, and historical problems, and to provide a measure of intrinsic motivation for learning" (Cooper, 1971).

(h). Affirms the dignity and worth of each individual.

(i). Asserts that the role of the teacher is to help students see themselves as worthwhile and constructive human beings.

(8) Cultural Heritage.

American history has long been used as the key to the conveyance of American culture and traditions to young people from generation to generation. Those who support this rationale claim that this approach to historical study saves people from cultural amnesia, strengthens a sense of group membership, and indicates the behavioral requirements accompanying membership. The

following list indicates what various educators and historians advance as assumptions, goals, and expectations in the study of cultural heritage. This approach:

(a). Is based on the assumption that if American society is to be maintained and assured continuity, a major portion of its cultural heritage has to be transmitted to the younger generations.

(b). Presents a nationalistic slant that the American system is the ideal.

(c). Fosters and cultivates the awareness of the rich heritage which is uniquely American.

(d). Maintains the American public school as the key to the transmission of the cultural heritage from one generation to another.

(e). Provides students with opportunities to be inducted into meaningful roles in society by studying American traditions, myths, customs, and values.

(f). Promotes teacher authority and maintains the responsibility of the teacher is to have students accept traditional ideas and events in order to establish the cultural ideal.

(9) Multiethnic and Minority Study.

During the past two decades of the 1960's and 1970's, there has been an increasing support for ethnic studies as a rationale for teaching and understanding American history. Students in high school need to become ethnically literate enabling them to understand the contributions of various ethnic and minority groups in American history. They need to be exposed to the idea that this nation is a confluence of world cultures and people that

has been transformed into an unique pluralistic society. An American multiethnic historical experience can help students in acquiring a better understanding of their own heritage, as well as the heritages of others; aid them in creating better inter-group relations; and help them in developing a commitment for building a better society for all.

The two major directions of multiethnic and minority study throughout the 1960's and 1970's, has been the emphasis on Black history and women's role in American history.

Black history addresses the needs to identify the valuable contributions blacks have have in designing and shaping America; to give identity, self-respect, and community consciousness to black students; and to provide a basis for a racial climate conducive to positive change. The following list of goals, beliefs, and assumptions are promoted as important in the study of Black history. This approach:

(a). Encourages the improvements of racial attitudes by repudiating the stereotyping of the black image and by realizing that racial stereotyping impeeds the development of a constructive way of life in a pluralistic society.

(b). Advocates that public schools assume the role and responsibility to help society with resolving racial problems through the study of Black history.

(c). Emphasizes knowledge and understanding that blacks were and are active participants in the American past paralleling the experiences of white America.

(d). Fosters the study of black problems such as discrimination, white racism, consumer exploitation, and poverty and promotes the

development of such skills as decision-making and social action so that these problems can be resolved.

(e). Advances the building and fostering of black self-image, race pride, black nationalism, self-determination, and self-definition.

(f). Encourages the study of cultural roots in Africa with various forms of ritualistic songs, ceremonies, and dress.

(g). Promotes group solidarity and community involvement by building a viable consciousness of the black community and integrating the black student into the community, augmenting his functions in the community.

Prior to the 1970's, women were generally absent from any study of history. Yet, there is a rising consciousness to encompass the role of women in playing a major role in American history. Those who support women's history believe that such a rationale would foster the following goals and outcomes. It:

(a). Promotes the treatment of both women and men as partners in society based on the belief that the history of humanity is no more man's than woman's.

(b). Provokes an awareness of the bias against women in American culture such as the monolithic stereotype of the submissive female and the sexist attitudes advanced in testbooks.

(c). Encourages students to study the female experience such as those experiences shared commonly by both men and women and those experiences uniquely women that for the most part are not shared by or with men.

(d). Fosters historical curriculum in developing a variety of methods

such as the use of music, art, and literature to teach feminine history.

(e). Encourages teachers to review with their students the idea of historical commentators on the broader issues of civil liberty and social equality.

(f). Encourages students to develop a basis by which they can resolve social issues through social action to benefit women in society.

(g). Illuminates the ties that bind men and women together and require students to learn more about the general features of American history.

(10) Develop a System of Values.

American history plays a commanding role in helping students to search for the meaning and values of life. Through the teaching of American history, an intellectual and moral climate may be established in which students can develop a system of personal values and a set of private and public principles. However, the process of how to develop a personal system of private and public principles and values leads to some argumentation.

One group of educators and historians have the opinion that American history teaching should be devoted to the analysis of basic American values and morals that sustain both democracy and liberty. They argue that American history provides adequate models to motivate students to disply virtues and obligations to improve the country for its future descendants. G. H. Nadel (1963) writes:

> History is the moral philosophy for the ordinary man. It consists of examples of the virtuous and wicked, wise and foolish actions

committed in the past. These examples teach readers, by enticing to imitation or avoidance, how to succeed in life. Statesmen are taught how to rule, generals to win battles, and private citizens to succeed, simply by reading of the failures and successes of the great (p. 157).

Another group supports the position that values ought to be studied for their own sake. The American history program should identify and study various value systems, value-creating experiences, and disparities between values and actions that prevade American society. This type of study will provide students, as Earl S. Johnson (1963) points out, with:

> sensitive appreciation of the great adventure in which they live and of which they are a part, their becoming knowledgeable about it and skillful in it, dedicated to it, and concerned to discover how they may make their own best contribution to it and, in doing so, come to the fullest and richest development of their intellectual and spiritual potentials which that dimension of experience allows (p. 391-392).

A final group of educators wants the teaching of American history to function as a resource to aid students to seek and to design their own value systems. According to this group, by using a valuing process, such as Merrill Harmin, Howard Kirschenbaum, and Sidney Simon's (1969) values clarification model, Bernice Goldmark's (1965) value inquiry model, or Lawrence Kohlberg's theoretical framework of moral reasoning (Hoskisson & Biskin, 1976), students become active participants in using American history in designing, reaffirming, and/or clarifying their own value systems independent of others. Allan O. Kownsler (1975) believes that values study of this type should be

paramount in the history classroom. He writes:

> What ever the issue, the need for more attempts at values clarification becomes more apparent as students today seem readier to detect contradictions in beliefs of their elders, past and present. Students call this phenomena "adult hypocrisy." At the same time, however, many of those same students fail to notice contradictions in their own beliefs and practices. Some students, for example, are quick to condemn the alleged right of governmental officials during the Vietnam War (or the Mexican War of 1812 [sic]) to keep secrets from the public while these same students fail to tell members of a student body all that occurred in a high school student council meeting. Students clamor for more individual civil liberties while some polls indicate that high school students have very little knowledge about the historical origin and evolution of the basic freedoms found in the Bill of Rights. Nearly half of the students questioned in one poll stated that police should be able to use torture on other people suspected of committing a crime. Thus, it seems to me that we social studies and history teachers need to use materials and teaching strategies that emphasize the clarification of student values that are accompanied by the logical consequences of whatever is cherished. (89-90)

DISCUSSION

The literature either indicates or implies there are some major problems in rationale development for American history that provoke a number of concerns that call for further research and discussion: (a) the nature of

rationale development; (b) the descriptions, implications, assumptions and expectations for some rationales seem to be more complete and detailed than others; (c) a number of the rationales do not appear to have been fully developed in regards to actual implimentation in the classroom; (d) there are few indications in the literature that any of the implications, assumptions, and expectations have been or are able to be realized in actual classroom experiences; (e) there are no studies to indicate that any of these rationales have any short term or long term consequences with students' learnings and behaviors; (f) there are limited studies that discuss what teachers believe about the teaching of American history and how those beliefs are/are not implimented in the classroom; and (g) teachers have difficulties in divising rationales that are clear and effective.

The nature of rationale development involves a number of philosophical-educational questions. What are the components of a rationale for teaching American history? Are there universal elements for rationale development? Are the elements for a history rationale the same as those for other subjects, e.g., English, algerbra, home economics? Are there distinquishing elements characteristic of American history rationale? In light of these questions, are any of the ten above "rationales" discussed rationales? Do they contain the elements of a proper rationale? What would need to be done to these "rationales" in order to make them rationales?

These questions suggest a second series of questions about the comprehensiveness of the rationales discussed. The descriptions, implications, assumptions, and expectations of some rationales are more complete or detailed as compared to others. Are these descriptors characteristic of each of these rationales? Are there characteristics of some

rationales that might belong to other rationales? Should some of these rationales be combined together to make one rationale because of similarities of descriptors? Are there descriptors that are in conflict with other descriptors within a particular rationale? Should these charateristics be eliminated or placed in other rationales that are more consistent with the characteristic? Some of the descriptors are nebulous and difficult to understand what they are meant to do in the classroom, what is needed in order to define clearly their parameters?

Many of these rationales do not appear to have been designed or developed for classroom use. What curriculum design is needed to impliment these rationales? What objectives, general and specific, should be developed in order to impliment the rationales? What methodology or strategies work best in order to realize the rationales? What curriculum material is needed to impliment these rationales? What historical content is best suited for these rationales? How would these rationales be evaluated in order to determine if the rationale was in fact accomplished?

There are few indications that any of these rationales are able to be realized in the classroom. Are they realistic in regards to time, money, the nature of students' abilities or maturation growth, etc.? Can these rationales be realized in the secondary school classroom? How effective are the various claims of the rationales in regards to actual classroom experience?

This leads to some additional questions about the short term and long term consequences of these rationales on student learning and behavior. Can these rationales do what they claim to do for students? Does it matter? Is history that important to students? Can these rationales be tested to

determine their short and long term consequences on students? If they can, what types of designs are needed to test these consequences? Should they be compared with each other or compared with the idea that does history matter? In light of recent research in effective instruction, does any of the rationales really matter how American history is taught?

There appears to be limited studies on teacher beliefs and implimentations of rationales (Stake & Easley, 1978; Carroll, 1980; Morrissett, Superka, Hawke, Tipple, Rydstedt, Zola, & Cleveland, 1982). Those studies that exist state there are some problems with teachers in regards to rationale-building. There are teachers who have difficulty or no time in which to develop a comprehensive rationale to guide their teaching of American history. There is a tremendous amount of time involved in developing a rationale. Many have little or no experience in philosophy or design of philosophical statements. Others have other pressing in/out of classroom commitments. To some teachers the building of or the thinking of a rationale is not a major or minor concern to them. These concerns suggest the following questions. Do teachers believe in any of these rationales? Do they impliment them in the classroom? How do they impliment them? Is the implimentation comprehensive? Are there a number of rationales used in the classroom? Are they consistent with each other? Do teachers see the development and teaching of any rationale important? Do they think that it makes any difference? What would appear to be the actual operative rationale, if any, in the classroom? What is the role of the textbook in the classroom? How does the textbook fit in with any of the ten rationales?

CONCLUSIONS

The purpose of this study was to find out the various reasons for teaching American history in the secondary classroom. This information was intended to help teachers in identifying, designing and formulating their own rationales for classroom use. A number of rationales were discussed during the years of 1960 to 1980. Ten rationales dominated most of the discussions. These ratrionales provided a number of expectations, characteristics, assumptions, descriptions, and implications in an effort to explain why American history is important to the high school student. However, the literature also either indicates or implies that there are a number of questions that call for further research to answer various questions on how effective are rationales in the teaching of American history and do they make any difference in the lives and behaviors of students.

The teaching of American history will not be much improved until teachers have a clearer notion as to what they specifically are trying to do and why they are trying to do it. It would appear that the frist requirement for any teacher would be to make a toughtful review of the purposes of teaching American history in respect to his/her own personal frame-of-reference. The second requirement would be a careful anaylsis of how these purposes and frames-of-reference would have impact on the students to be taught. A number of questions remain on how to make those requirements and others into classroom realities. These questions need to be answered if American history is to be seen as an important study for high school students. If educators, historians, curriculum designers, and, especially, teachers can not adequately justify the teaching of American history, then maybe the disparaging comment of Frances FitzGerald (1979) might prove to be true: "But the fact remains

that an American child who will grow up to work for General Motors, the City of New York, or a large wheat farm, say, will find United States history just as useful as the history of Saxony would have been to a Saxon soldier going off to fight in the Napoleonic Wars" (p. 91).

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Appendix

Additional Rationales, Goals, and Objectives Discussed in the Literature, 1960-1980

1. Teaches appreciation for art form.
2. Promotes antimaterialism.
3. Shows history as an anchorage of faith and stability.
4. Acquaints one with ebb and flow of ideas and patterns.
5. Develops appreciation.
6. Promotes action.
7. Aids in the ability to face a social crisis.
8. Promotes one's aspirations.
9. Answers questions.
10. Shows how to adapt to changing conditions.
11. Broadens experience.
12. Provides background for other studies.
13. Teaches civic education.
14. Promotes comparison and contrast.
15. Promotes civil liberties.
16. Promotes curiosity.
17. Aids in career building.
18. Develops creativity.
19. Promotes concentration.
20. Gives understanding to current events.
21. Teaches continuity.

22. Promotes consumerism.

23. Aids in correlating life.

24. Teaches students the need for dependence on adults.

25. Helps in creating one's destiny.

26. Defends against self-destruction.

27. Teaches discipline.

28. Develops the needs of youth.

29. Develops interest.

30. Gives directions.

31. Develops better study habits.

32. Describes and interprets man's long journey.

33. Develops pride.

34. To do battle.

35. Gives dimension.

36. Promotes the country's destiny.

37. Provides indepth understanding and insight.

38. Develops enthusiasm.

39. Promotes event analysis.

40. Promotes international relations.

41. Promotes exposition and narrative.

42. Enriches the texture of everyday living.

43. Promotes a broad education.

44. Explains human and natural problems.

45. Encourages emotionalism.

46. Excercises critical intelligence.

47. Enhances possibilities.

48. Promotes environmental studies.

49. Provides enlightened criticism.

50. Provides the foundation for social studies.

51. Builds character.

52. Teaches an understanding of the forces that shaped the modern world.

53. Teaches the fallacies of history.

54. Teaches freedom from parochialism.

55. Provides a frame-of-reference.

56. Teaches fundamental principles.

57. Develops flexible, free minds.

58. Aids one in facing the uncertainties of the present.

59. Promotes the growth of the democratic form of government.

60. Teaches great issues.

61. Helps in guiding life.

62. Gives guidance and direction for youth.

63. Teaches how government functions.

64. Promotes group interrelationships.

65. Teaches the growth process.

66. Teaches geographical skills.

67. Helps one to face problems.

68. Promotes historical consciousness.

69. Teaches historiography.

70. Promotes humor.

71. Provides an understanding of human ideals and actions.

72. Heightens awareness of modern dilemmas.

73. Provides hindsight.

74. Gives hope.

75. Is an intrument in racial revolution and nationalism.

76. Provides an integrating discipline for social studies.

77. Promotes independence.

78. Teaches about indigenous institutions.

79. Is an intellectual tool.

80. Creates initiatives.

81. Inducts young people into society.

82. Informs.

83. Promotes interrelationships among institutions.

84. Promotes investigation skills.

85. Illustrates and explains broader historical events.

86. Aids one to identify with life.

87. Promotes imagination.

88. Provides insight and meaning into longer questions.

89. Judges the future.

90. Cultivates judgment.

91. Promotes the learning process.

92. Teaches one to learn to cope with problems.

93. Teaches lessons to be learned.

94. Promotes logic.

95. Shows that history is the life blood of democracy.

96. Teaches myths.

97. Is the memory of man.

98. Multiplies experience.

99. Aids the memorization process.

100. Stresses motives and developmental and destructice forces.

101. Molds minds.

102. Gives meaning to existence.

103. Provides a micro-world for family study.

104. Promotes mass behavior.

105. Aides one in how not to make mistakes.

106. Provides for the nees of young people.

107. Gives new dimensions to one's life.

108. Teaches openmindedness.

109. Opens horizons without ends.

110. Teaches objectivity.

111. Teaches the political-economic side of America.

112. Teaches the use of propaganda.

113. Prepares one for life.

114. Promotes various patterns of thought.

115. Prepares one for life.

116. Teaches the particularity of events.

117. Preserves past experiences.

118. Teaches understanding.

119. Teaches one how to participate in world affairs.

120. Gives one a sense of proportion.

121. Teaches how to profit from the past.

122. Teaches that there are unlimited potentialities.

123. It is a quest for relevance.

124. Promotes the role of the military.

125. Teaches responsibility.

126. Teaches reason.

127. Promotes the role of democratic values.

128. Encourages rationality in the world.

129. Provides roots.

130. Provides reflective and philosophical attitudes toward human problems.

131. Is an excellent resource.

132. Promotes relationships of ideas.

133. Teaches reality.

134. Has social utility.

135. Stops odious incidents such as civil disobedience.

136. Teaches various standards of comparisons.

137. Teaches self-expression.

138. Sustains national strength.

139. Is a stabilizer and guide.

140. Teaches one to suspect simplicity.

141. Gives one a sense of direction.

142. Is a study of everything.

143. Trains one for talent.

144. Has therapeutic value.

145. Teaches tolerance.

146. Teaches truth.

147. Promotes the understanding of time.

148. Teaches the universal or constant elements in the deeds of man.

149. Provides understanding of the nature of national bias.

150. Teaches one how to vote intelligently.

151. Builds vocabulary of significant social and political terms.

152. Gives vision.

153. Provides vicarious experience.

154. Teaches the facts about war.

155. Teaches the survival of the human society.

156. Teaches one the will to act.

157. Teaches wisdom.

158. Is worthy of study for its own sake.

159. Teaches cognition.

160. Teaches complex scholarly synthesis.

161. Promotes the collective destiny of America.

162. Is the conscience of mankind.

163. Provides a central focus for today's actions.

164. Promotes a cosmopolitan framework.

165. Teaches complex circumstances of ideas, institutions, and actions.

166. Teaches communication skills.

167. Promotes community consciousness.

168. Teaches commitment.

169. Teaches compatibility.

170. Teaches skepticism.

171. Teaches satisfaction.

172. Promotes the spectacle of greatness of the United States.

173. Promotes social criticism.

174. Shows one how to be able to prevail.

175. Strives for perfection of the human being.

176. Teaches self-direction.

177. Teaches acievement.

178. Is an antidote to panaceas and utopianism.

179. Teaches acculturation.

180. Resolves apathy.

181. Promotes anti-presentism.

182. Teaches adventure.

183. Provides alternative ideas.

184. Teaches awareness.

185. Teaches the avoidance of absolutions.

186. Gives on a broader comprehension of life.

187. Gives a sense of belonging.

188. Promotes a belief in reform and change.

189. Promotes the battle for life.

190. Provides continous dialogue.

191. Promotes community.

192. Aides one from cultural shock.

193. Aides one from future shock.

194. Promotes a constructive attitude toward learning.

195. Gives one competance in life.

196. Teaches idealism.

197. Promotes democratic capitalism.

198. Gives distinctions between what is noble and base.

199. Dispels ignorance.

200. Is excellent for drill and recitation.

201. Enriches life.

202. Teaches ethics.

203. Enlarges sympathies.

204. Forms attitudes, decisions, and events.

205. Teaches the formulation of general laws.

206. Promotes goals.

207. Promotes hard work.

208. Is interesting.

209. Promotes individuality.

210. Illuminates the ills of society.

211. Teaches one of his/her limitations.

212. Teaches one be literate.

213. Promotes life-long learning.

214. Promotes the legitimacy of seeing oneself as a participant.

215. Shows one how to be liberated from burdens and limits.

216. Teaches one how to locate and site oneself.

217. Teaches leadership skills.

218. Links generations.

219. Teaches middle class values.

220. Teaches the meaninglessness of life.

221. Combats nilhism.

222. Teaches organization.

223. Promotes objectivity.

224. Teaches political sense.

225. Gives purpose for life.

226. Is the process of liberation.

227. Teaches pragmatism.

228. Teaches peace.

229. Promotes positive attitudes.

230. Aides one in developing a well-rounded personality.

231. Provides religious faith.

232. Teaches periodization.

233. Teaches the process of creation.

234. Puts parts into a meaningful whole.

235. Questions myths.

236. Gives one reference points throughout life.

237. Teaches reality.

238. Promotes restoration and preservation.

239. Is a repository of information.

240. Promotes the superiority of Americans.

241. Teaches sex education.

242. Promotes a sense of sequential development.

243. Tells good stories.

244. Promotes an aesthetic experience.

245. Shapes standards for humanity.

246. Combats stereotyping.

247. Combats sexism.

248. Promotes the struggle of the working people.

249. Teaches one how to cope with tragedy.

250. Promotes the understanding of massive inertia.

251. Promotes writing.